

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2016 MAR 29 PM 12:30 Document Control Center Grants Administration </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Evolution Academy Charter School	057-834		
Vendor ID #	ESC Region #	DUNS #	
1-76-0622470	10	107959814	
Mailing address	City	State	ZIP Code
1101 South Sherman Street	Richardson	TX	75081-4852

Primary Contact

First name	M.I.	Last name	Title
Cynthia	A	Trigg	Chief Executive Officer
Telephone #	Email address		FAX #
972-907-3755	cynthia.trigg@evolutionacademy.org		972-907-3605

Secondary Contact

First name	M.I.	Last name	Title
Virginia	G	Labbe	Educational Service Manager
Telephone #	Email address		FAX #
972-907-3755	virginia.labbe@evolutionacademy.org		972-907-3605

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Cynthia	A	Trigg	Chief Executive Officer
Telephone #	Email address		FAX #
972-907-3755	Cynthia.trigg@evolutionacadmey.org		972-907-3605
Signature (blue ink preferred)		Date signed	

Cynthia A. Trigg
 Only the legally responsible party may sign this application.

March 15, 2016

701-16-102-072

Schedule #1—General Information (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 09/01	End date (MM/DD): 08/31
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview of the program: Evolution Academy Before and After School 21st Century Community Learning Center Program will provide academic enrichment opportunities for students and families, particularly students who are identified socioeconomically and educationally disadvantaged population. Ninety-seven percent of its students are at risk of dropping out of high school. Evolution Academy Charter School (EACS) is located in Beaumont, Houston/Spring, and Richardson, Texas and serves approximately 840 students in grades 9-12 and ages 14-21 who are identified as a high risk of dropping out of school. Prior to enrollment at EACS, approximately 47% of these students were dropouts (not enrolled in a high school) and 29% teenage parents. EACS has diverse high schools, with 50% African American students, 38% Hispanic, 11% White, and 5% other. Low income levels contribute to the fact that 48% of the students are eligible to receive free or reduced price lunches. However, all students do not submit a lunch application, therefore the percent of students who qualify for free or reduced price lunch is much higher. EACS' populations of students are highly mobile. The current mobility rate is 58% among the students not remaining in the same school to complete high school education. This high mobility rate is a contributing factor to poor academic performance. Based on informal sessions with both students and parents, family moves are due to economic hardships and difficulty getting access to needed social support services.

Most of the students enrolled at EACS schools have dropped out of the traditional public school system without completing their high school diploma. The goal and commitment is that students experience success and regain their academic confidence. In comparison to similar students across the state, Evolution Academy students arrive at school facing significant barriers to secondary school success and the opportunities afforded by college and workforce readiness. A higher percentage of Evolution Academy students have not been engaged in school for one or more years.

Evolution Academy Charter Schools are a charter high schools with three campuses that serve overage and under credited students who have dropped out of traditional schools. Its model includes caring professionals, individualized learning plans, a standard based curriculum aligned with career and technical training and a competency-based academic program. It is an open entry an open exit school with students entering with varying levels of subject matter mastery the self-paced computer-assisted approach enable students to progress through course work at an accelerated are slower paced depending on the individual learning needs what students demonstrate competency they are moved to the next level of content in that subject.

Overview of your community: Community poverty is closely correlated with the academic attainment levels of its young adult population. Evolution Academy students are more likely to live in households with little experience of academic success. Four out of ten Evolution Academy parents did not graduate high school and fewer than one in ten graduated college. Low levels of academic achievement among parents makes it difficult to help their children effectively with homework, engage teachers in meaningful dialogue regarding their child's academic needs, or act as role models for their children's academic aspirations. A combination of poverty and low academic attainment within the Evolution Academy school communities results in students entering Evolution Academy schools performing well below grade level and out of grade level cohorts. Students entering Evolution Academy high schools are even less prepared for academic success, timely graduation, and college enrollment. Students entering the 9th grade rank in the bottom one percent for both English and Math proficiency.

The program's specific purposes are to: (1) provide opportunities for academic enrichment, including tutorial services, to help EACS students meet State and local student performance standards in core academic subjects such as reading and mathematics; (2) offer students additional services, programs, and activities, such as youth development activities, credit recovery, drug and violence prevention programs, counseling programs, art, music and recreation programs technology education programs, and character education programs, that are designed to reinforce and

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

complement the regular academic program of participating students; and (3) offer families of students served by community learning centers opportunities for literacy and related educational development.

The primary goal of is that all students will graduate prepared for postsecondary education and/or the workforce. The five main objectives of the Texas 21st CCLC program are to improve academics, attendance, behavior, and to improve promotion, and graduation rates.

Capitalizing on the experience as a 21st CCLC Cycle 6 grantee, serving one center, Evolution Academy will serve 3 centers in Richardson, Beaumont and Houston.

Through small classes, students will be provided individual attention, which helps them rediscover their potential, learn how to learn, and graduate from high school with skills they need for advanced training and move on to post-secondary education or directly into careers with opportunities for advancement.

A Project Director will be designated specifically to the program who must possess the experience, skills, and competency necessary to ensure the project remains within budget, on schedule, and within scope. The charter will ensure that this individual holds a minimum of a Bachelor's Degree and has the experience required to successfully oversee the program.

Method by which the charter will evaluate the program including means used to measure progress in defined areas:

In order for the charter to be able to monitor the attainment of their goals, strategies, and objectives, the charter will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Classroom observations will also be conducted on a regular basis in order to provide principals and grant officials the opportunity to determine whether the technology is having a positive impact on the teachers' ability to engage students and increase productivity. Finally, the charter will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the charter has shown an increase in student/parent/teacher participation.

How the application completely and accurately answers all statutory AND TEA requirements:

The charter's administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. The stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

Conclusion - Charter's on-going commitment to the goals of the grant and funding sources to the program beyond grant funding:

In order to ensure that all project participants remain committed to the success of the project, the charter has ensured that they have received buy-in from all participants, including administration and teachers. Throughout the term of the grant, the charter will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The charter will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate.

To support high-quality learning opportunities to at-risk and dropout recovery students in need of academic assistance by developing highly effective and rigorous programs and provide quality academic assistance and enrichment opportunities to help students meet academic standards and graduate ready for college and/or the workforce.

The program objectives are based on a campus needs assessment and the campus improvement plan developed to address continuous improvement. The primary goal of is that all students will graduate prepared for postsecondary education and/or the workforce. The five main objectives are to improve academics, attendance, behavior, and to improve promotion, and graduation rates.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$692,072	\$	\$692,072
Schedule #8	Professional and Contracted Services (6200)	6200	\$100,000	\$	\$100,000
Schedule #9	Supplies and Materials (6300)	6300	\$71,128	\$	\$71,128
Schedule #10	Other Operating Costs (6400)	6400	\$15,000	\$	\$15,000
Schedule #11	Capital Outlay (6600)	6600	\$16,800	\$	\$16,800
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$895,000	\$0	\$895,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$8	\$0	\$895,000

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$895,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$47,750

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher- Support 21 st CCLC Grant at 3 Sites		9	\$45,000
2	Educational aide			
3	Tutor- Support 21 st CCLC Grant at 3 Sites	6		\$201,960
Program Management and Administration				
4	Project director (required)		1	\$65,000
5	Site coordinator (required)	3		\$150,000
6	Family engagement specialist (required)	1		\$50,000
7	Secretary/administrative assistant		1	\$30,000
8	Data entry clerk			
9	Grant accountant/bookkeeper		2	\$30,000
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$571,960
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$120,112
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$120,112
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$692,072

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057-834		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluator	\$9,500
2	Professional Development – 21 st CCLC Strategies and Activities	\$15,000
3	Mentoring Activities	\$6,000
4	21 st CCLC Activities PR/ Marketing	\$9,500
5	ESL Provider	\$3000
6	Childcare	\$6,000
7	Counseling Services	\$15,000
8	Workforce Readiness Activities	\$6,000
9	College Readiness Activities	\$6,000
10	Teen Parenting Activities	\$6,000
11	Health and Wellness Provider	\$6,000
12	Financial Literacy	\$6,000
13	Family Message Board	\$6,000
14		\$
b. Subtotal of professional and contracted services:		\$100,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$100,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 057-834		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$71,128
Grand total:		\$71,128

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 057-834		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$9,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose: Develop Student Leadership	0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$0
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		
	Remaining 6400—Other operating costs that do not require specific approval:	6,000
Grand total:		\$15,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 057-834			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	Audio Books, Electronic Books	N/A	N/A	\$
66XX—Computing Devices, capitalized				
2				
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19	Desks	12	\$500	\$6,000
20	Chairs	12	\$150	\$1,800
21	Book Shelf	12	\$500	\$6,000
22	Book Shelf Carts	6	\$500	\$3,000
23				
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				16,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 840

Category	Number	Percentage	Category	Percentage
African American	414	50%	Attendance rate	77%
Hispanic	324	38%	Annual dropout rate (Gr 9-12)	13%
White	97	11%	Students taking the ACT and/or SAT	4%
Asian	5	1%	Average SAT score (number value, not a percentage)	1289
Economically disadvantaged	404	48%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	43	5%	Students classified as "at risk" per Texas Education Code §29.081(d)	90%
Disciplinary placements	279	33%		

Comments

Evolution Academy is recognized by TEA as a dropout recovery center.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	35	81.4%	No degree	0	0%
Hispanic	2	4.66%	Bachelor's degree	28	62.79%
White	5	11.63%	Master's degree	14	32.56%
Asian	1	2.33%	Doctorate	1	2.33%
1-5 years exp.	28	65.12%	Avg. salary, 1-5 years exp.	53,976	N/A
6-10 years exp.	7	16.28%	Avg. salary, 6-10 years exp.	56,917	N/A
11-20 years exp.	8	18.61%	Avg. salary, 11-20 years exp.	50,085	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	55,136	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	208	230	222	180	840
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	0	0	0	208	230	222	180	840

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Throughout the planning process for this grant, focus groups at our schools, made up of teachers, administrators, parents, community leaders, students, CBO partners and board members, examined collected data to identify specific gaps and weaknesses in our student services and opportunities. Funding for this project will assist our campuses in establishing a before and after-school program that will provide comprehensive training and collaborative opportunities in quality after-school programming through a variety of delivery systems for all before and after-school stakeholders by addressing the following local needs:

- Increase in academic success of the participating students in core subjects, especially mathematics, reading, writing, social studies and science.
- Increase in number of families of participating students from eligible campuses that show gains in literacy and educational development as well as involvement in school-related education activities relevant to their children's school(s)
- Improvement in attendance, citizenship/character education as demonstrated by student participants and their families as measured by attendance reports for both in school and community learning centers program days and decrease in office referrals

Each campus supporting a 21st CCLC will have on file a completed "Program Procedures and Delivery Plan" which contains the required campus needs assessment as well as other pertinent documentation. Activities will be based on the specific request of the stakeholders. They include a broad array of activities during before- and after-school, summer recess periods, and school breaks, that advance student achievement including:

1. Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement.
2. Science, technology, engineering and/or mathematics (STEM) activities.
3. Arts and music education and production activities.
4. Entrepreneurial education programs.
5. Tutoring services (including those provided by senior citizen volunteers and mentoring programs).
6. Health and wellness activities.
7. Recreational activities.
8. Telecommunication and technology education programs.
9. Assistance to students who have been truant, suspended or expelled, to allow the students to improve their academic achievement.
10. Drug, teen pregnancy and violence prevention programs, counseling programs and character education programs.
11. Service learning activities.
12. College and career readiness activities.
13. Workforce readiness activities
14. Virtual High School and other credit recovery opportunities.
15. Parent engagement activities and family literacy

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<u>Improve Academic Achievement</u>	Funding through the Texas 21 st Century Community Learning Centers, Cycle 9, will address <u>Improved Academic Achievement</u> by funding activities relating to the grant's <i>Critical Success Factors and Milestones</i> including data-driven instruction, curriculum alignment and ongoing monitoring of instruction. Funding for professional development, RtI programs and technology will also address this need.
2.	<u>Improve Academic Attendance</u>	Organize after-school activities to create participant interest and to promote student achievement. There is significant research that indicates that participation in after school programs is positively associated with better school attendance, more positive attitude towards school work, high aspirations for college, finer work habits, better interpersonal skills, reduced drop-out rates, higher quality homework completion, less time spent in unhealthy behaviors, and improved grades
3.	<u>Improve Student Behavior</u>	Provide comprehensive wraparound services such as character education instruction. Good behavior in and out of the classroom is linked to better academic performance because when there are fewer disruptions in the classroom there is more time spent on task.
4.	<u>Improve Promotion Rates</u>	Our 21 st CCLC plan provides for one-on-one instruction, homework assistance, and small group instruction in the areas of reading, writing, and math using a variety of presentation models such as: integrated thematic units, cooperative learning, enrichment activities and accelerated instruction. improved school attendance and completion of better quality homework. In addition, there is significant evidence of a reduction in grade retention and placement in special education when students participate in structured after school programs.
5.	<u>Improve Graduation Rates</u>	Our students need to learn academic content through real world examples, applications and experiences both inside and outside of school. In order to increase awareness in high level classes our 21 st CCLC program will provide activities that assist students in meeting state and local academic achievement standards and to help students graduate on time and ready for college or the workforce.

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Schedule #14—Management Plan

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Oversee all aspects of the development, implementation and management. Requires a Bachelor's degree in education or related field. Special knowledge and skills include strong communication, public relations and interpersonal skills.
2.	Site Coordinator(s)	Responsible for the management and supervision of the day-to-day operation of the 21st Century Program at an individual project site. Bachelor's degree in education/social service.
3.	Family Engagement Specialist	Encourage attendance at school events, update parents on student's progress, and increase parental and community involvement. Serve as a liason between the school, family and community. Bachelor's degree in education/social service or related field
4.	Superintendent	Responsible for providing district level support for the implementation and final accountability for program implementation.
5.	Principal	Serve as the instructional leader providing day to day campus level support and accountability

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase academic achievement in core subjects by 20%.	1. Teacher/Tutor training in instructional practices	9/1/2016	7/31/2017
		2. Enroll students in STAAR Prep Academy	9/1/2016	7/7/2017
		3. Dare to Prepare Family Engagement Series	9/1/2016	7/7/2017
		4. Hire tutors for academic core areas	9/1/2016	10/31/2016
		5. Coordinate actives with Community Partners	7/1/2016	7/31/2017
2.	Student attendance will improve 15%	1. Solicit Incentives from community partners	9/1/2016	7/31/2017
		2. Mentoring Programs using adult advocates	9/1/2016	7/31/2017
		3. Develop student incentives to improve attendance	9/1/2016	7/31/2017
		4. Provide transportation before and after school	9/1/2016	7/31/2017
		5. Produce Activity Calendar to all stakeholders	9/1/2016	7/31/2017
3.	Decrease discipline referrals by 15%	1. Assign Mentoring Activities	9/1/2016	7/31/2017
		2. Motivational speakers in character and ethics	9/1/2016	7/31/2017
		3. Notify parents and the community involvement activities.	9/1/2016	7/31/2017
		4. Guidance counseling actives identified	9/1/2016	7/31/2017
		5. Vision for linking students to integrated social services	9/1/2016	10/1/2016
4.	Increase promotion rate by 10%	1. Students complete courses through credit recovery	9/1/2016	7/31/2017
		2. Daily Academic Tutoring	9/1/2016	7/31/2017
		3. Community Partnerships	9/1/2016	7/31/2017
		4. Parent – Student Compacts	9/1/2016	7/31/2017
		5. Parenting and Father Involvement Programs	9/1/2016	7/31/2017
5.	Improve the graduation rate by 10%	1. Credit Recovery Labs before and after school	9/1/2016	7/7/2017
		2. Mentoring Programs using adult advocates	9/1/2016	7/31/2017
		3. Provide Flex schedule to increseing learning	9/1/2016	7/31/2017
		4. Workforce Readiness	9/1/2016	7/31/2017
		5. College and Career Fair/ Tours	9/1/2016	7/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evolution Academy has adopted a "continuous evaluation model" rather than solely pre/post evaluation procedures. Evaluation procedures will be in place at all levels to ensure continuous feedback allowing for a continuation of "successes" during and after the project. Necessary adjustments for improvements will be made throughout the project implementation process. The continuous evaluation of the Project will occur through a variety of mechanisms. Those mechanisms are as follows:

- Informal communications amongst the Project/Center Director, Grant Officials, staff and students will occur on a daily basis.
- There will be monthly "mini" in-service training for staff and aides.
- There will be weekly technology staff meetings of the regularly employed staff.
- The Project Director will direct the following activities that will facilitate the Texas 21st Century Learning Center Grant project:
 - Issuance of Purchase Orders for the required equipment.
 - Issuance of the RFP's for installation of project defined scope.
 - Installation of the project equipment and other materials.
 - Acceptance of work completed by outside contractors.
- The Grant Officials will be in daily contact with campus personnel regarding issues involved with the installation of the project.
- The Project Director will conduct an annual Survey developed by the Board of Directors. The data will be analyzed, identifying areas still in need of advancement and other pertinent data.

Evaluation forms will be made available throughout the project for input from campus principals, teachers and other staff members.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Resource Development Plan – to insure that 21st CCLC program funds are secured and that the necessary funding, resources, and partnerships are in place to support program sustainability:

- A portion of the supporting funds for the first year of the proposed 21st CCLC will come from space that the district will provide to the program, supervision and support of various district personnel, supervision, and case management of program participants, and program activities led by existing staff members.
- The 21st CCLC Coordinators and the 21st CCLC Project Director will be responsible for securing the required matching/additional funding on an annual basis.
- The Project Director will be responsible for leading the After School Task Force committee's efforts to generate resources to sustain the activities and programs beyond the scope of this proposal.

The district's community partnerships will be responsible for working with the After School Task Force committee to monitor existing partnerships and continuously develop new partnerships that insure a rich and varied experience for our students and their families. A strong assortment of community partners will be included in our proposal. Our partners will provide a variety of assistance to ensure student success the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Interviews	1.	Purpose is to assess: a needs of individuals; b) how Project met needs; c) Project strengths and weaknesses; d) Project benefits; e) changes needed to better meet identified needs
		2.	Data collection is based on the Texas 21 st Century Learning Center Grant's stated Goals, Performance Indicators, Project Outcomes, and Measurable
		3.	Teacher feedback
2.	Focus Groups	1.	Evidence of student success stories
		2.	Information on program partnerships leading towards sustainability
		3.	Family satisfaction with the Academic Achievers Program
3.	Observation	1.	Evaluators observe site activities using standard observational protocols.
		2.	Other data as requested or needed by Project Management for purpose of the 21 st CCLC
		3.	Information on each site program operation
4.	Surveys	1.	Annual Performance report Indicators. Survey will follow up on issues from interviews and focus groups.
		2.	Teacher opinions about Project effects on classroom performance, behavior, participation, grades, and homework completions, etc.
		3.	Outcomes for community members (jobs found, work skills gained, other skills gained,
5.	Project Data	1.	Student School and Project attendance
		2.	Data collected weekly or as it is available.
		3.	Parent, Student, Staff Activity Participation

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection is based on the Texas 21st Century Learning Center Grant's stated Goals, Performance Indicators, Project Outcomes, and Measurable Standardized tests scores from the end of course exam will be collected.

Interviews with Project personnel, students, family, and community members. Purpose is to assess: a needs of individuals; b) how Project met needs; c) Project strengths and weaknesses; d) Project benefits; e) changes needed to better meet identified needs. The interview/ focus data will be collected during the beginning, middle, and end of Project Activities. Completed 4 times per year at each Project Learning Center. Observations will be conducted 8 times per year at each site. Surveys are conducted 4 times per year per site. The Project Data, will be collected weekly or as it is available. Evolution Academy will comply with all required data submissions.

We will share data with the public through press releases to local newspaper, television channels and radio coverage of the 21st CCLC events and programming. Presentations and meetings with parents students, staff and community will facilitate communication will all stake holders.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our Texas 21st CCLC program is designed based on our campus needs assessments, our campus improvement plans and in a collaborative, comprehensive, and coordinated approach. The district's program activities have been designed to be innovative and interactive. Program activities will be best-practice hands-on methods of instruction that assist students in their learning and ability to make connections and that can be utilized during the regular school day. Our program is made up of 3 Centers located in Richardson, Spring and Beaumont, Texas. To accommodate our student class sessions, our centers will be open from as follows: Centers 1,2 and 3 – Students who attend school Session 1 will participate in the 21st Century program 12:00-3:00p.m. and student who attend school during Session 2 will participate in the program 9:00 a.m.–12:00 p.m. Monday-Friday. Our center will be open 6 weeks in the summer, 4 days per week for 4 hours per day.

Our 21st CCLC program will balance academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts. The academic outcomes associated with participation in our program include: Better attitudes toward school and higher educational aspirations; Higher school attendance rates and less tardiness; Less disciplinary action, i.e., suspension; Lower dropout rates; Better performance in school, as measured by achievement test scores and grades; Greater on-time promotion; Improved homework completion; and Engagement in learning. **Evolution Academy is a public high school that targets adolescents who have dropped out of high school or seriously at risk of doing so. The mission of the school is to enable its students to achieve academic to better prepare our students for college and/or the workforce.**

Recognizing that lack of transportation is often a barrier to participation; the district planned and budgeted for public transportation and will use a late bus for our participants to get from the centers to home.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program staff will disseminate information about the Texas 21st CCLC centers (including its location, schedules, activities, lectures, etc.) to the community in a manner that is understandable and accessible through various mechanisms, including but not limited to campus announcements and bulletin boards, school newsletters, local newspapers, websites, local radio stations and using social media platforms. Evolution Academy Charter School will expand its web presence by providing more interactive marketing campaigns via social media. The target audience will be more engaged.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program's academic enrichment component will include tutoring in core academic subjects and provide extra learning opportunities that provide our students with ways to practice their academic skills through engaging, hands-on activities. These activities will include: "clubs" to foster critical thinking skills, persistence and other positive work habits; theatre programs to encourage reading, writing and speaking as well as teamwork, goal-setting and decision-making; book clubs to encourage reading for pleasure; art programs to foster applications of reading, writing, math, and social studies skills.

According to the *Harvard Family Research Project's (HFRP)* Issues and Opportunities in Out-of-School Time Evaluation, academic outcomes associated with participation in after school programs include: Better attitudes toward school and higher educational aspirations; Higher school attendance rates and less tardiness; Less disciplinary action (e.g., suspension); Lower dropout rates; Better performance in school, as measured by achievement test scores and grades; Greater on-time promotion; Improved homework completion; Engagement in learning

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding for this program will be used to supplement and not supplant funds from non-federal sources. Our purpose is to increase the levels of service already offered to meet the needs of our students and parents. Any program activities required by state law, State Board of Education rules or local board policies will not be paid with these funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. Evolution Academy will maintain documentation which will demonstrate the supplementary nature of these funds.

Funding for this program will also be enhanced with funding from in-kind contributions, community contributions, Title I, Part A, Title II, Part D, IDEA, ERate Y2016-2017, and local funding. We will also utilize funding from other state funded competitive and non-competitive programs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our 21st Century Community Learning Center grant program will use multiple objectives and performance indicators to measure the progress of our 21st CCLC. Performance measures assess a program's progress on the implementation of strategies and activities. There are generally two types of performance measures: (1) Measures of effort help a program understand what activities and other services are being offered in the program. Examples include: types and number of activities offered (e.g., tutoring three times a week, service learning in the community once a month), level and intensity of the activities (e.g., daily attendance, type of homework assistance provided and how often), and participant demographics. (2) Measures of effect reflect changes in knowledge, skills, attitudes, or behavior of participants. Examples include: improved study habits, increased sense of responsibility to the community, and increased parent and/or participant satisfaction with programs. There are many data sources and data collection methods. Data can be collected from youth, families, staff, funders, educators, and other stakeholders. Surveys are often effective for assessing participant or parent satisfaction.

When providing services in core academic areas such as reading and mathematics where scientifically based research has been conducted and is available, we will utilize such information to assist our students in meeting state and local student academic achievement standards. The U.S. DOE, in collaboration with other agencies, will continue to identify programs and practices based on rigorous scientific research and will ensure that information about such programs is made widely available. The district will also provide professional development to our staff in 21st CCLC program practices and strategies that has been proven effective.

Providing training opportunities for staff development is one of TEA's "milestones" that establish the foundation on which "critical success factors" are built. Implementation of strategies learned through training is one of four "critical success factors" that the TEA Department of State Initiatives, Division of Programs for At-Risk Youth has identified as essential for Texas 21st CCLC programs to succeed in meeting the 21st CCLC five objectives. Staff Development will be provided through seminars and workshops for our staff regarding program procedures, implementation strategies along with college awareness and workforce development. Training will be conducted to work on a 1 to 1 basis to provide each student with an individual student activity involvement plan.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Effective partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the 21st CCLC can offer. The district will partner with the community including colleges, education service centers, churches, local businesses and others non-profits, etc. for our 21st CCLC. The partnerships will provide student and parent activities before and after school and during the summer months. 21st CCLC funds will provide the opportunity to expand upon these long-lasting relationships.

In support of the proposed project, the community will provide trained volunteers to participate in mentoring activities with the youth. They will also commit professional leaders and entrepreneurs representing diverse industries for the job training programs. Additionally, they will provide trained child care personnel for the youth who are parents. The district will act as the financial officer as well as coordinating the project and providing personnel for the project components. The community will assist in developing our Volunteer program as well as assisting our Director in locating appropriate parenting workshops for health, self-improvement, and nutrition.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Throughout the planning process for this grant, focus groups at our schools, made up of teachers, administrators, parents, community leaders, students, CBO partners and board members, examined collected data to identify specific gaps and weaknesses in our student services and opportunities. Funding for this project will assist our campuses in establishing an after-school program that will provide comprehensive training and collaborative opportunities in quality after-school programming through a variety of delivery systems for all after-school stakeholders by addressing the following local needs:

- Increase in academic success of the participating students in core subjects, especially mathematics, reading, and science.
- Increase in number of families of participating students from eligible campuses that show gains in literacy and educational development as well as involvement in school-related education activities relevant to their children's school(s)
- Improvement in citizenship/character education as demonstrated by student participants and their families as measured by attendance reports for both in school and Community Learning Centers program days, decrease in office referrals

Each campus supporting a 21st CCLC will have on file a completed "Program Procedures and Delivery Plan" which contains the required campus needs assessment as well as other pertinent documentation.

Due to the characteristics unique to each high school, the team at each leadership team, will be charged not only with planning, but also with monitoring the effectiveness of the initiatives and making adjustments as necessary. The three key indicators (Attendance, Behavior, and Course Performance) will provide both short term and long term data, and comparing this data with prior years will provide insight to program effectiveness. Continued dialogue with teachers, students, parents, and community partners will also guide needs for program changes. Impact of this project will also be evaluated through the review of surveys collected from students, teachers, and parents. The expectation is that fewer students will fail ninth grade courses, ninth grade attendance will increase, fewer discipline issues will occur, and ultimately more students will graduate. Program effectiveness will be reported as a part of the EACS Reports to the Board of Education, and communicated to all stakeholders impacted by these initiatives.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has had prior after-school experience, we are able to demonstrate promise of success by providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of our students. Program staff does have experience and practice in "positive youth development" which refers to a philosophy and approach to working with young people that recognized: (1) multiple domains of young people's development – cognitive, social, emotional, physical and more – are interconnected; (2) all young people have strengths and prior knowledge that serve as a platform for subsequent development; and (3) young people are active agents of their own growth and development. Due to the dropout rate of our students, a proactive approach is needed to address this problem before it reaches a critical state. Helping Hope Inc. is dedicated to helping us address this problem and become a catalyst in the prevention of this issue. Their program will have a follow-up component that is continuous. Each student will benefit from our program by receiving **four phone calls** monthly from a call center created for Evolution Academy students. There will also be a parent meeting component.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteer recruitment will be discussed prior to program implementation. These individuals can include community volunteers as well as parents, pre-service/student teachers retired seniors and interns. Training is an important requirement both for volunteers in terms of how they work with students and parents, but also the program staff in terms of how they supervise the volunteers. Evolution Academy conducts extensive orientation and training to provide volunteers program guidelines. The Orientation is two hours in length. The program coordinator organizing this training.

EACS policy requires that each volunteer undergo a background check before being allowed to work on each site. By completing an application the volunteer agrees to have the district request his/her background check. Volunteers are required to complete a new application each school year.

All volunteers work under the direction of the school staff, recognizing that instructing, supervising, grading, and disciplining students are school staff responsibilities. Each volunteer is expected to adhere to the **Volunteer Code of Ethics and Volunteer Guidelines which includes:** Dependability, Respect for Authority, Confidentiality, Impartiality and Objectivity.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

This grant will be used to support students and families. We believe that the resources and support create collaborative learning communities. These supportive activities create integrated, relevant units of study and provide relevant connections to the real-world, ultimately improving the academic success of all students. Students will graduate from high school ready for college, entry-level, high wage positions, military or other endeavors. This initiative will partner with local business/community members to work directly with teachers and students to create real-world applications of learning and assist students in creating the connections across the curriculum. EACS is committed to the success of this program raising the bar for all students. The district will continue to provide the facilities and staff necessary for the success of this program. The funds will be utilized to train teachers and business and community volunteers of the academic standards necessary for success in various careers. Once these pieces are in place, the program will be self-sufficient with the support of the local community.

This project has embedded components that will build capacity to continue after time period of the grant. Professional development during this project will provide ongoing knowledge that teachers will utilize to continue to personalize learning and engage students. Project effectiveness will guide future professional development and program planning. New perspectives will lead to positive school cultures. New perspectives will lead to positive school cultures. Effective routines and procedures established by this project will continue to be executed.

Evolution Academy will utilize grant funds to supplement our current resources in order to provide the goals and objectives described in this grant project. Evolution Academy Charter School will use federal operating funds to supplement the school's budget funds for the continuation of the proposed project. The school will not reduce or redirect current budget funding for initiatives. The school will maintain documentation that clearly demonstrates the supplementary nature of these funds. Additionally, Evolution Academy Charter School Campus Improvement Plan has identified funds to assist with future campus success initiatives.

Evolution Academy Charter School is committed to implementing and supporting this program beginning in September 2016. The district has experience in planning, developing, and implementing grant initiatives. Our most recent grant success is the *Texas 21st Century Community Learning Center Grant* project Cycle 6 which we completed 5 years of this program. We are committed to the success of our school district, staff, and students and we will continue to pursue additional funding sources, including private donations, other grant initiatives, and fundraising activities.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe your plans to seek continuous feedback and involvement from community stakeholders?

To develop a community of learners, we plan pull interested, willing people together; engage them in constructing a shared vision; develop trust and relationships; and nurture a program of continuous learning.

The process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans.

A community advisory council will be developed, will help develop goals and provide support and guidance for the 21st CCLC program, assist in securing community buy-in and support for the program, assist in the development and implementation of the strategic plan, Describe how the preliminary plan will meet the program requirements of the task force. Please include responsible staff and timelines. Training begins with the community advisory council introducing policies, procedures and activities to program members and staff. Special attention should be given to group dynamics. Efforts to improve skills in consensus building and conflict resolution should result in more effective meetings.

A description of the planned membership and participating organizations must be provided.

Community Advisory Council is a process for making decisions to improve the educational outcomes at every student through a collaborative effort by which the ceo, principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students participating in the 21st CCLC, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EACS project personnel work closely with instructional staff to ensure the program's curriculum and other services are aligned with program rules. The 21st Century Project Coordinator will also train and mentor other teachers in the curriculum and required content standards. The 21st Century Project Coordinator will be responsible for ensuring students utilize technology available in the District on a continual basis and activities are facilitated efficiently. The 21st Century Site Coordinator and Project Director will conduct weekly meetings providing a forum to share progress reports, seek input, and facilitate discussion aimed at resolving issues. The process implemented and provided by the 21st Century Site Coordinator will be continuously evaluated for sustained "success" during and after completion of the project.

Responsibilities are specified in the following Table.

Project Leadership Position	Roles and Responsibilities, Communication, Coordination and Reporting Activities
EACS Grant Officials and Management Committee	<ul style="list-style-type: none"> Identify sustainability risks Estimate probability, impact, and timeframe Review monthly progress reports and recommend approach and actions
21 st Century Project Director	Manage, coordinate, and oversee all grant activities, implement and facilitate staff training in coordination with the Technical Assistance Coordinator, develop and maintain an organizational chart of all staff involved with the program to include the roles, responsibilities and qualifications of all staff and organizations participating in the program, serve as the main contact with the agency regarding all requirements and issues related to the program, to include data collection and program implementation, keep TEA informed of accurate contact information for key personnel including the Project Director/primary contact, fiscal agency, business manager, data specialist, and grant writer.
21 st Century Site Coordinator(s)	Coordinate all center activities, available during the school day to provide advocacy for students enrolled in the 21 st CCLC program, principals and school officials regarding recruitment efforts and activity planning to ensure alignment with the school day, conduct the campus needs assessment and develop the campus service delivery plan, meet with students, teachers, and parents as necessary
21 st Century Parent Engagement Specialist	EACS's parent engagement specialist will facilitate implementation of parent and family activities and serve as a school-community liaison.
External Evaluator	Provides ongoing assessment of the Program, and effectiveness of the team to determine if goals and objectives are met

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Evolution Academy Charter School Richardson Campus		
9 digit campus ID#	001	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	9 th -12 th		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	235
Number of Adults (parent/ legal guardians only) to be served:	60

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Evolution Academy Charter School Beaumont Campus		
9 digit campus ID#	003	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	9 th -12 th		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name:****Evolution Academy Charter School Houston Campus****9 digit campus ID#**

004

Distance to Fiscal Agent (Miles)

0

Grade Levels to be served (PK-12)9th -12th

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

150

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (If different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name:**

N/A

9 digit campus ID#

N/A

Distance to Fiscal Agent (Miles)

N/A

Grade Levels to be served (PK-12)

N/A

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

N/A

Number of Adults (parent/ legal guardians only) to be served:

N/A

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (If different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: N/A		
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	N/A		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	N/A
Number of Adults (parent/ legal guardians only) to be served:	N/A

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name:		
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	N/A		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	N/A
Number of Adults (parent/ legal guardians only) to be served:	N/A

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: N/A		
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	N/A		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

		Total
Number of Regular Students (attending 45 days or more per year) to be served:	N/A	
Number of Adults (parent/ legal guardians only) to be served:	N/A	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name: N/A		
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	N/A		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

		Total
Number of Regular Students (attending 45 days or more per year) to be served:	N/A	
Number of Adults (parent/ legal guardians only) to be served:	N/A	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A	N/A

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County-district number or vendor ID: 057-834		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 9	Center Name: N/A		
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	N/A		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			N/A
Number of Adults (parent/ legal guardians only) to be served:			N/A
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name: N/A		
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)	N/A
Grade Levels to be served (PK-12)	N/A		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			N/A
Number of Adults (parent/ legal guardians only) to be served:			N/A
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
N/A	N/A	N/A	N/A
9 digit Campus ID #	N/A	N/A	N/A
District Name (if different)	N/A	N/A	N/A
Distance to Center	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EACS affirms and assures the rights of parents and teachers to be given opportunities to participate in planning, design, and implementation of activities funded by Title I of which their children are being served. Parent involvement activities in the EACS Schools are designed to encourage and support the efforts of home, school, and community in improving the educational opportunities of all EACS students and are consistent with the requirements of ESEA 1114.

State law, Section 29.081 Texas Education Code requires districts to use student performance data from the state's legislatively mandated assessment and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including end-of-course tests and norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

Using state and federal guidance the following practices will be used to recruit:

Recruiting and Enrolling Participants

21st Century staff provides wraparound services and has access to student data such as assessments, attendance, discipline and credit summaries. The program will rely on this information to identify students demonstrating academic and social need. Recruitment in the high school programs is unique in that recruitment is ongoing. Enrollment at EACS campuses are continuous. This requires the high school programs be goal oriented, helping students recover credit, make up assignments, or earn time for time for loss attendance. Therefore, the recruitment efforts for the high schools center around getting the word out that services are available for students who need it. The staff recruits by announcing the afterschool program in the daily and weekly announcements, sharing program information using email notifications and social media advertising have the teachers talk about it in their classes, and make use of the computerized call-out systems to alert parents of the program. The recruitment process will also involve making the parents aware of the program offerings. A letter will be provided to students and parents explaining invitation to join the program and giving specifics about the program's operations. The staff will follow up with personal phone calls to the parents of targeted students.

21st Century CCLC Staff will work collaboratively with administrators, teachers, student advisors and counselors to discussed the importance of relationship-building with the school staff, to received referrals directly from school guidance counselors as part of the counselors' standard intervention when a student is failing a course.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Operations Evolution Academy will operate 3 sites on our Beaumont, Houston and Richardson campuses. Staffing and Schedule: 21st CCLC staff will report 8 to 5 to accomodate students attending the morning and afternoon sessions. When activities require extened hours reporting times will be adjusted and staggarded to fulfill program activities. Student who attend the am session will participate afterschool activities and students who attend the pm session will participate before school.

	Fall Term	Spring Term	Summer Term	Total
Start date (MM/DD/YY):	9/01/2016	1/03/2017	5/31/2017	
End date (mm/DD/YY):	12/16/2016	5/28/2017	7/6/2017	
Number of weeks in service:	16	20	6	42
Number of days (minus holidays):	70	96	24	190
Day of the Week	Fall Term	Spring Term	Summer Term	
Monday	9:00-12:00 or 12:00-3:00	9:00-12:00 or 12:00-3:00	8:00-12:00	
Tuesday	9:00-12:00 or 12:00-3:00	9:00-12:00 or 12:00-3:00	8:00-12:00	
Wednesday	9:00-12:00 or 12:00-3:00	9:00-12:00 or 12:00-3:00	8:00-12:00	
Thursday	9:00-12:00 or 12:00-3:00	9:00-12:00 or 12:00-3:00	8:00-12:00	
Friday	9:00-12:00 or 12:00-3:00	9:00-12:00 or 12:00-3:00	8:00-12:00	
Total Hours Per Week:	15	15	20	

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students are required to sign in and sign out of each activity. Attendance is captured to account for the location of each participant. Each site has a safety and security officer assigned to assist in ensuring a safe and secure environment.

1. EACS has established a random metal detection policy.
2. Random metal detection screening is conducted at each high school several times each weekly.
3. All schools/ sites will require that students and school employees wear standardized identification badges with a photograph.
4. All schools have a visitor badge system in place.
5. Each school tests all fire alarm pull stations twice each year to ensure that they function properly.
6. Fire department fire prevention bureau personnel conduct a fire prevention seminar for the staff at each school and facility once annually. Topics include the proper use of fire extinguishers, fire evacuation procedures, common fire code violations in schools, and special concerns for cafeteria personnel.
7. Each school has developed a system to ensure that rooms that are not in use are kept locked.
8. The district uses an internet filtering system. These filtering systems prevent access to sites containing pornography, hate groups, and sites relating to weapon and bomb making materials. The filters are tested through use to make sure they work while not blocking sites needed by students for schoolwork.
9. Each school has developed a system to restrict access to the building during the day by keeping specified doors locked when not in use and required access by security monitor.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of these things are beneficial to school districts as you seek to educate your students wisely and efficiently.

Provide accelerated instruction using an academics-based curriculum linked to TEKS. By utilizing research based instructional material aligned to TEKS, students will be able to improve their academic performance. The design of our instructional materials incorporates theories and practices from cognitive psychology, including strategies from mastery learning and teaching that lend support to students' acquisition of the skills, concepts, and strategies of reading, language arts, and mathematics at an accelerated path. This same research supports the expectation that student academic achievement will increase as a result of both direct instruction activities and after school program activities designed to motivate students. Our 21st CCLC plan provides for one-on-one instruction, homework assistance, and small group instruction in the areas of reading, writing, and math using a variety of presentation models such as: integrated thematic units, cooperative learning, enrichment activities and accelerated instruction. The research mentioned above also provides evidence of improved school attendance and completion of better quality homework. In addition, there is significant evidence of a reduction in grade retention and placement in special education when students participate in structured after school programs. Teacher's will collaborate with 21st Century tutors ongoing to provide feedback on student progress. Virtual Meetings, Email, Instant Messaging, Screen Sharing, Blogs, Voice/Video/Web Conferencing, Discussion Boards, Websites and Social Networking sites such as Facebook, and Twitter are a variety of media formats that can be used to showcase, statewide, the use of digital content in lieu of textbooks and the use of students' personal technological tools. The school/district will, with the assistance of its Title I schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, how to monitor their child's progress; how to work with educators. Evolution Academy Charter School will coordinate and integrate parental involvement strategies under Title I with the following other programs: Family Literacy programs, English Language classes, Parenting and Father Involvement programs. Teachers will use diagnostic data to plan intervention support for students to ensure that benchmarks are being achieved.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All EACS faculty and before and after school staff at each site will work together collaboratively to ensure an intensive program of instruction will be implemented and delivered to all students who demonstrate unsuccessful performance of the state wide assessment STAAR, experience course failure, loss of credits due to attendance and or has behaviors that has resulted in excessive discipline referrals to the office. These interventions, methods will be utilized to promote the student's advancement and may include flexible scheduling, alternative learning environment, on-line instruction, individual or small-group tutorials in content area instruction and other interventions that are proven to remediate and have been scientifically validated to improve learning and cognitive ability. The procedures to determine the specific areas identified for instruction include the following: Each student that performs unsatisfactorily on the state assessment will attend preparation sessions to focus on objective/expectations weaknesses in the identified subject area. Staff will have access to the students Personal Graduation Plan and academics counseling will occur to help motivate the student to graduation. Weekly data/ staffing meeting will be utilized to reveal other factors that may be impacting performance within the targeted group of students. During weekly monitoring, should the site coordinator, teacher and intervention specialist deem that the plan is not effective a revised the plan. Staff to student ratios are 1:18 for instructional activities at each sites.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evolution Academy Charter School will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, by employeering a Family Engagement Specialist.

This is a professional position responsible for the coordination of the Family Engagement, recruitment, selection, enrollment, and attendance component systems of the 21st CCLC stakeholders. The Family Engagement Specialist is primarily based in Central Office, but is required to travel within the service area on a regular basis. Develops and maintains a system whereby children and families enrolled in the program are provided with comprehensive child and family development services either by the Program or through referral to other agencies. Many adults feel alienated from schools due to barriers of language and culture; in communities with no history of college success, such isolation is widespread. EACS supports parents and families by actively involving them and by equipping them with the skills they need to engage in their child's education. EACS's parent engagement specialist will facilitate implementation of parent and family activities and serve as a school-community liaison. In addition the Family Engagement Specialist will coordinate "Parent Academy" courses that train family members in a range of topics; and a Parent Leadership Academy, which empowers community members to become advocates for positive change.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Working as one team and using innovative resources the family engagement specialist will coordinate with the project director and site coordinator(s). Weekly planning meetings, emails and conference call will be conducted to ensure each site have:

- A. On-going communication between Project Directors, Site Coordinators and Family Engagement Specialist to ensure that all parties are informed of the application requirements and amendments to include providing them with a copy of the approved application.
- B. Coordination among each position will be necessary to address student, family and community recruitment. Shared database will be established to implement all recommendations as necessary.
- C. A standard process in place among all stakeholders to ensure on-going communication and coordination in order to identify and address issues regularly.

Funds have been budgeted for the required attendance of the Project Director, Site Coordinators and Family Engagement Specialist to attend team trainings, conferences, workshops and meetings to include the national and state conferences and other Technical Assistance trainings as requested by TEA (the number of training workshops for the 2016-2017 school year have not yet been established; however, in addition to the State and National Conference, grantees must budget for at least 2 regional trainings).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-834

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a team we recognize that Family Engagememnt is a well thought out process involving the entire school community, not a series of events. The activities below are a set of day-to-day practices, attitudes, beliefs and interactions that support learning at home as well as at school, NOT a one-time program:

Activity #	Activity Description	Term(s)	Frequency
1	<u>College and Workforce Readiness Activities</u> Provide students and their family guidance, activities, research, funding options, etc., in college and workforce readiness activities.	Fall, Spring & Summer	Every week Centers 1,2&3
2	<u>Adult and Teen Parenting Classes</u> – Provide participants parents literacy classes, GED, ESL skills, parenting classes, counseling, etc.	Fall, Spring & Summer	Every week Centers 1,2&3
3	<u>Community Service Projects</u> – A school-wide club that will serve the school and community through improvement initiatives, community service, and peer mediation. 11 th and 12 th grade students will serve as leaders and guidance coaches.	Fall, Spring & Summer	Every week Centers 1,2&3
4	<u>Mentoring Program</u> – Provide students with mentors. All district mentors will attend training. High school students will be permitted to mentor younger students according to district policy.	Fall, Spring & Summer	Every week Centers 1,2&3
5	<u>Health Wellness, Fitness and Sports Activities</u> – Various sports activities and fitness programs designed for students and/or students and family. Adult and student healthy cooking classes	Fall, Spring & Summer	Every week Centers 1,2&3
6	<u>Family and Financial Literacy Nights</u> – Activities for parents and students involving books, reading, presentations, etc. <i>Academic Enrichment, Family and Parental Support Services</i>	Fall, Spring & Summer	Every week Centers 1,2&3
7	<u>College Tours/Virtual Field Trips</u> – Encourage and provide students and parnets the opportunity to visit technical colleges, 4 year universities for future enrollment after graduation.	Fall, Spring & Summer	1 – 3 times a month Centers 1,2&3

The family engagement system developed will cultivate and empower adults to jointly support student achievement. These service activities offer support and help to increase the participation of parents in the students' educational experience.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 057-834		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-834

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-834

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-834

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-834

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057-834

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 057-834

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

N/A Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none):

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 057-834

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery N/A**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	N/A		N/A	N/A	N/A
	N/A	N/A			
2	N/A		N/A	N/A	N/A
	N/A	N/A			
3	N/A		N/A	N/A	N/A
	N/A	N/A			
4	N/A		N/A	N/A	N/A
	N/A	N/A			
5	N/A		N/A	N/A	N/A
	N/A	N/A			

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits			Reason for the Difference in Benefits	
1	N/A		1	N/A
2	N/A		2	N/A
3	N/A		3	N/A
4	N/A		4	N/A
5	N/A		5	N/A

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